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ANCIENT EGYPT

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Ozymandias of Egypt

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand
Half sunk, a shattered visage lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
"My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair,"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

P. B. Shelley

2554249

This Resource Unit has been published under the direction of the Provincial Elementary School Curriculum Committee of the Department of Education, which appointed a Resource Unit Sub-committee to evaluate and revise resource units prepared by various school systems, with a view to making those of outstanding value available to the teachers of this province.

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"Ancient Egypt" was originally compiled by the Edmonton Elementary Teachers' Association in co-operation with the Edmonton School Board. It has been revised by Mr. B. Farnham, Principal of Woodcroft School and Miss Phyllis Law, Teacher at Woodcroft School under the direction of the Resource Unit Sub-committee.

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ANCIENT EGYPT

THEME

To understand and appreciate civilization as it is today, one must turn to the cradle of early civilization, the Mediteranean lands. From the study of the history of any one of these countries, and in particular, Egypt, its contributions to modern life becomes evident. The pupils will learn how a desert people adapted themselves to a very unusual environment and produced one of the finest civilizations in the ancient world up to that time.

MOTIVATION

Interest can easily be aroused by films and filmstrips. The National Geographic can arouse interest. The present conflict between Arab and Jew can focus the attention of the class on Egypt.

PURPOSES

1. To have the pupils appreciate our debt to the ancient civilization of Egypt.
2. To have the pupils learn something of the history and geography of Ancient Egypt.
3. √ To contrast our modern way of living with that of the Ancient Egyptians.
4. To have the pupils realize that the ancient civilization of Egypt was developed around a favorable geographic location.
5. To have the pupils improve in certain skills and abilities:

    Map reading.

    Taking notes and writing up the notes.

Dramatizing phases of the daily life of the people.

Construction of tools used, weapons, buildings, etc.

Searching for information.

Reading for information and making of notes.

Working in committees

6. To point out to the pupils the lasting nature of much of the construction work of these peoples.

7. To have the pupils contrast the religious beliefs and method of worship of the Ancient Egyptians with that of Christianity.

8. To have pupils study and appreciate how Egyptians used and developed a lever of the first class (shadoof), the inclined plane (in building of pyramids), wheel and axle (chariots), rollers (as in rolling blocks up slope of pyramids).

9. To have pupils understand the wind systems of world and their effect upon the flooding of the Nile.

10. To have the pupils understand the effect of latitude on climate.

11. To have the pupils understand how the movements of the sun and the slant of the rays affected the climate of Egypt and the world.

12. Have pupils understand the zones of the world through knowledge of sun's movements and latitude.

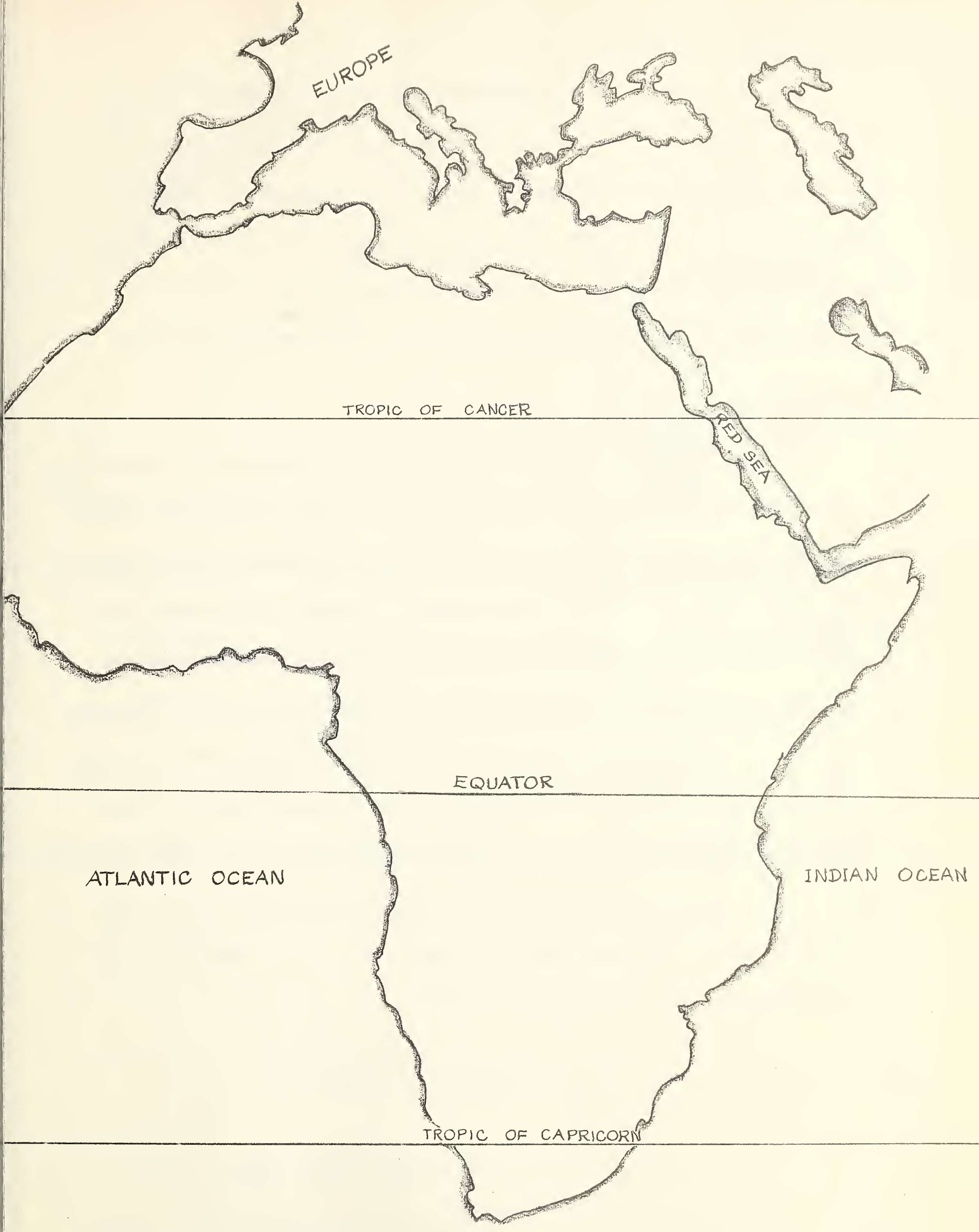

EUROPE
TROPIC OF CANCER
RED SEA
EQUATOR
ATLANTIC OCEAN
INDIAN OCEAN
TROPIC OF CAPRICORN

PLATE I

INTRODUCTION TO ORIENTATION

It is well to point out that a teacher should know what materials and information should be given in the orientation, to enable the class to proceed to an intelligent study of Egypt. Many of the geographical concepts described may have been taught before and need only to be reviewed before the study is begun. However, if these facts are new to the class, this enterprise offers many possibilities for teaching and making use of them.

ORIENTATION

I. Take a slated or simplified globe and show the class the position of Africa with relation to Europe on the north, Asia on the east. Point out the vast expanse of water, the South Atlantic isolating Africa from the South America, and the Mediterranean, cutting it off from Europe. Where Africa nearly meets Europe, the High Atlas Mountains helped to keep out any interested conquerors. Note also the fact that the coast line is very unindented and provides few natural harbors. However, in the early day of Egypt, there were not great seafearing nations in that part of the world so conquests by sea were not to be feared. (See Plate I)

On the east side of Africa, the Indian Ocean forms a protective barrier while on the north-east the warm water of the Red Sea forms a moat between Africa and Asia.

II. Study of Africa to Locate Egypt with Respect to:

(a) Other countries

Egypt centres itself around the Nile River. On the west is the desert of Libya, on the east the Red Sea. South of Egypt is Ethiopia and the Sudan.

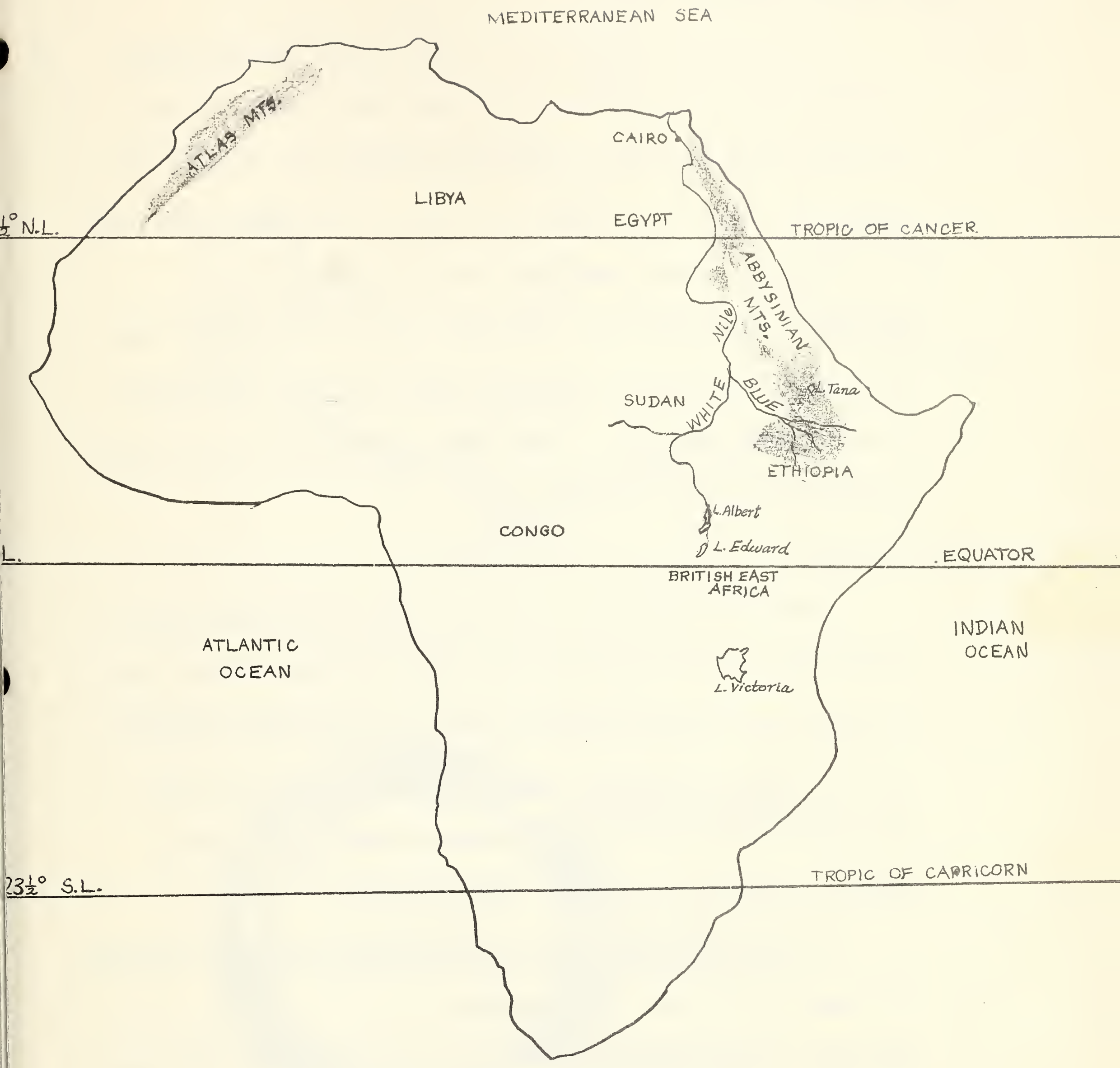

MEDITERRANEAN SEA
ATLAS MTS.
CAIRO
LIBYA
EGYPT
½° N.L.
TROPIC OF CANCER
ABBYSINIAN MTS.
Nile
SUDAN
WHITE
BLUE
L. Tana
ETHIOPIA
L. Albert
CONGO
L. Edward
L.
EQUATOR
BRITISH EAST AFRICA
INDIAN OCEAN
ATLANTIC OCEAN
L. Victoria
23½° S.L.
TROPIC OF CAPRICORN

PLATE II

(b) Surface features of Egypt

The surface of Egypt varies a great deal from flat desert and rolling dunes to the craig-like cliffs that cradle the Nile in places. In the south-east and south-west portions of Egypt are high rocky cliffs. The width of the valley of the Nile varies from 5 - 12 miles and the bench land between the desert and the river is relatively flat, although in some places it descends in steps or levels to the river. In other places the land slopes very gently to the water. These gentle grades and benches make irrigation easy as we will see later.

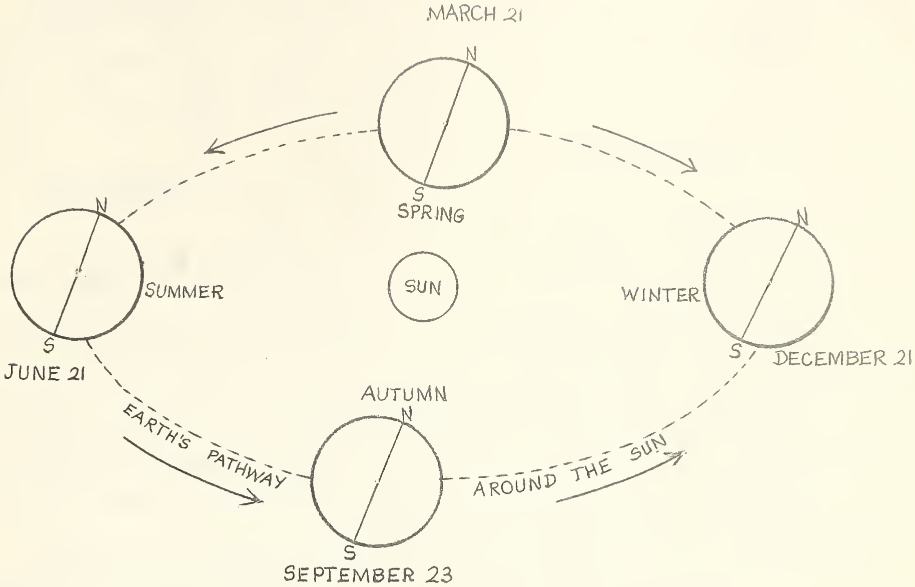
(c) Latitude

A Study of Plate II or any map of Africa shows the Equator or O° Latitude running through the centre of Africa. The Tropic of Cancer cuts through Northern Africa and the centre of Egypt and the Tropic of Capricorn runs through South Africa, thus placing the larger part of this continent mainly in the Torrid Zone, or hot belt of the earth. (See Plate II)

At this point certain geographical terms should be reviewed or taught as the class needs suggest.

Equator - The geographical equator is an imaginary line drawn around the earth equidistant from the Poles. All lines parallel to the Equator on either side of it are latitude lines.

Axis - The earth's axis is an imaginary line drawn from North Pole to South Pole through the centre of the earth. This


MARCH 21
N
S
SPRING
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SUMMER
S
JUNE 21
SUN
N
WINTER
S
DECEMBER 21
AUTUMN
N
S
SEPTEMBER 23
EARTH'S PATHWAY
AROUND THE SUN

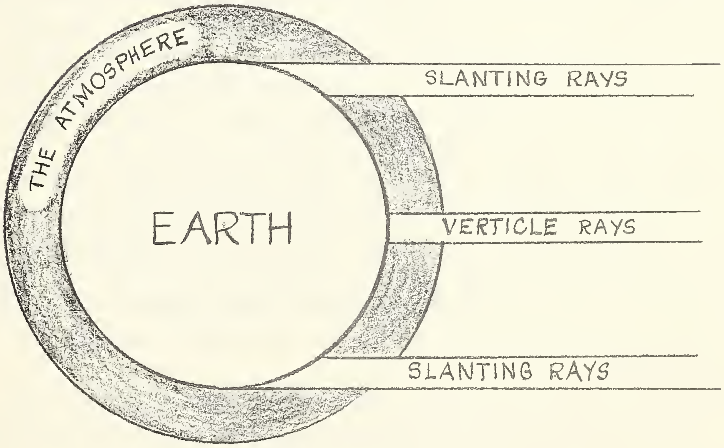
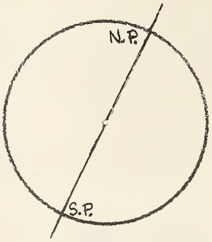

THE ATMOSPHERE
EARTH
SLANTING RAYS
VERTICLE RAYS
SLANTING RAYS

PLATE III



imaginary line is slanted 23 1/2° east of North as shown in this diagram. The earth also travels on its orbit or path around the sun every 365 1/4 days. The fact that the earth's axis is always pointed in the same direction as in the above diagram as it travels on its orbit around the sun, has some very important consequences in our lives. Let us examine four positions of the earth as it travels around the sun on its orbit as shown on Plate III.

In Position I of Plate III, the earth, because of its slant and position, seems to be leaning toward the sun and the sun's rays reach past the North Pole but do not reach the South Pole. The farthest south they reach at this time is called the Antarctic Circle. With the earth in this position we get a less slanted ray. The less slant a ray has, the less ground it has to cover and hence the more heat it can give each square inch of surface. Thus, at this time of the year, the northern regions have summer and the regions south of the equator have winter. (See Plate III, lower sketch)

Now at this time of the year, June 21, the line around the earth at which the sun's rays are straight is called the Tropic of Cancer.

In Position 2 the earth is not leaning toward or away from the sun and so at this time the sun shines on both poles and we have autumn. The day on which sun shines on both poles is September 21, or the equinox.

In Position 3 the northern section of the earth seems to lean away from the sun and the southern half toward the sun. The sun's rays do not reach the North Pole as my vertical line shows, but reach beyond the South Pole. The line around the northern part of the earth that the sun's rays reach at this time, December 21, is called the Arctic circle and the line around the earth at which the sun's rays are straight on this date is called the Tropic of Capricorn. In Position 4, on March 21, again we have the same situation as in Position 2, i.e. the sun's rays reach both poles and again we have the equinox. Thus we have the earth divided into natural climate zones - the two Frigid Zones, the two Temperate Zones, and the Equatorial or Torrid Zone. (Refer to Plate IV to visualize the information.)

We may now conclude that because the earth travels on its orbit with its axis pointed to the North Star or 23 1/2° north of east, the sun seems to travel north in the summer and south in the winter, between two well-defined limits - the Tropic of Cancer on the north and the Tropic of Capricorn on the south.

By observation the class can note by pointing at the sun in summer and winter positions at noon that when the ray approaches most nearly to the vertical we have summer. Also, that when it is most slanted, we have winter.

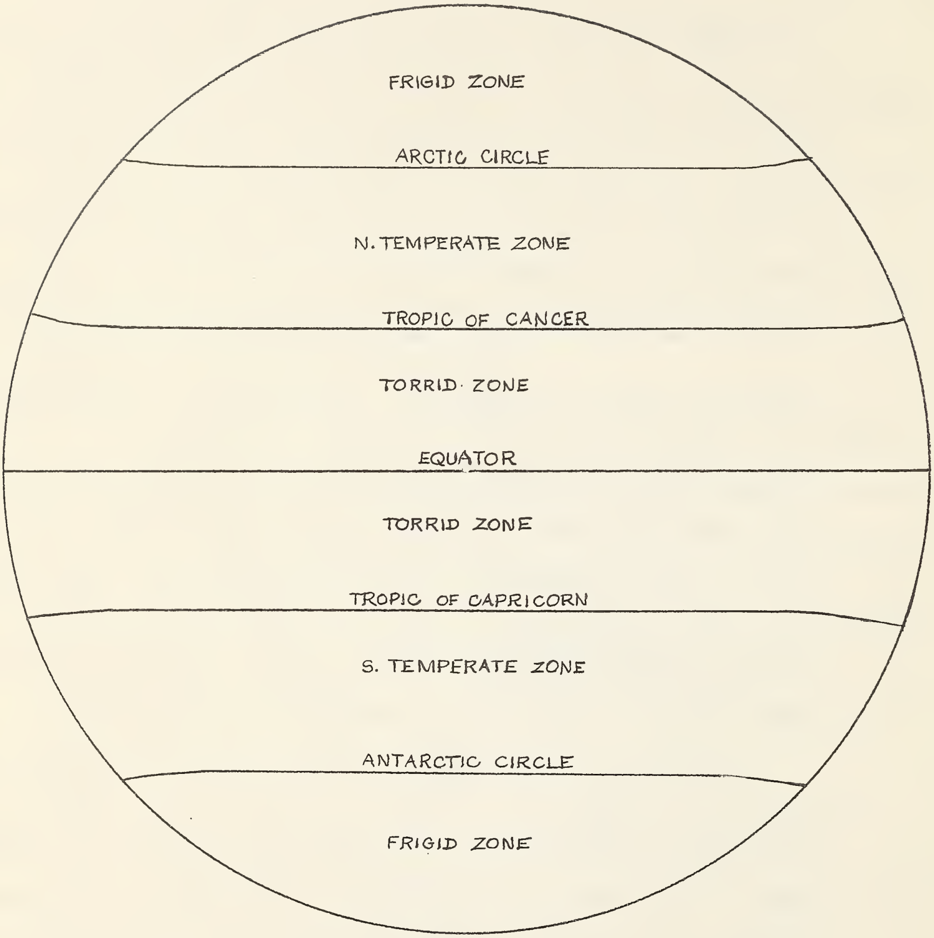

FRIGID ZONE
ARCTIC CIRCLE
N. TEMPERATE ZONE
TROPIC OF CANCER
TORRID ZONE
EQUATOR
TORRID ZONE
TROPIC OF CAPRICORN
S. TEMPERATE ZONE
ANTARCTIC CIRCLE
FRIGID ZONE

PLATE IV

From Plate IV we can see that the area of the world between the Tropic of Cancer and the Tropic of Capricorn will always be hot. In their so-called winters we will see that sun's rays are nearly straight and the weather will be only somewhat cooler. In the region between the Tropic of Cancer and the Arctic Circle and the region between the Tropic of Capricorn and the Antarctic the climate will be warm or cold, dependent on the slant of the sun's rays which, in turn, is dependent upon the position of the earth on its orbit as it travels around the sun.

As you have noted, these Tropics of Cancer and Capricorn and the Antarctic and Arctic circles are lines running east and west around the earth at specified distances from the geographic Equator. All lines that do this are called lines of lattitude.

From the studies completed, we can see that the climate grows colder as we increase our latitude, i.e. go farther away from the Equator.

From our Plate II of Africa, we can see most of Africa is between 23 1/2° N.L. and 23 1/2° S.L. or in other words has an equatorial climate.

Now let us perform a little science experiment which will help us to understand something about air movements.

Take a candle and light it. Hold your hand above the flame (10 or 15 inches) and feel the warm upward movement of air. Hold a smoking bit of string or wood near the candle flame below it.

Showing Trade Winds on June 21

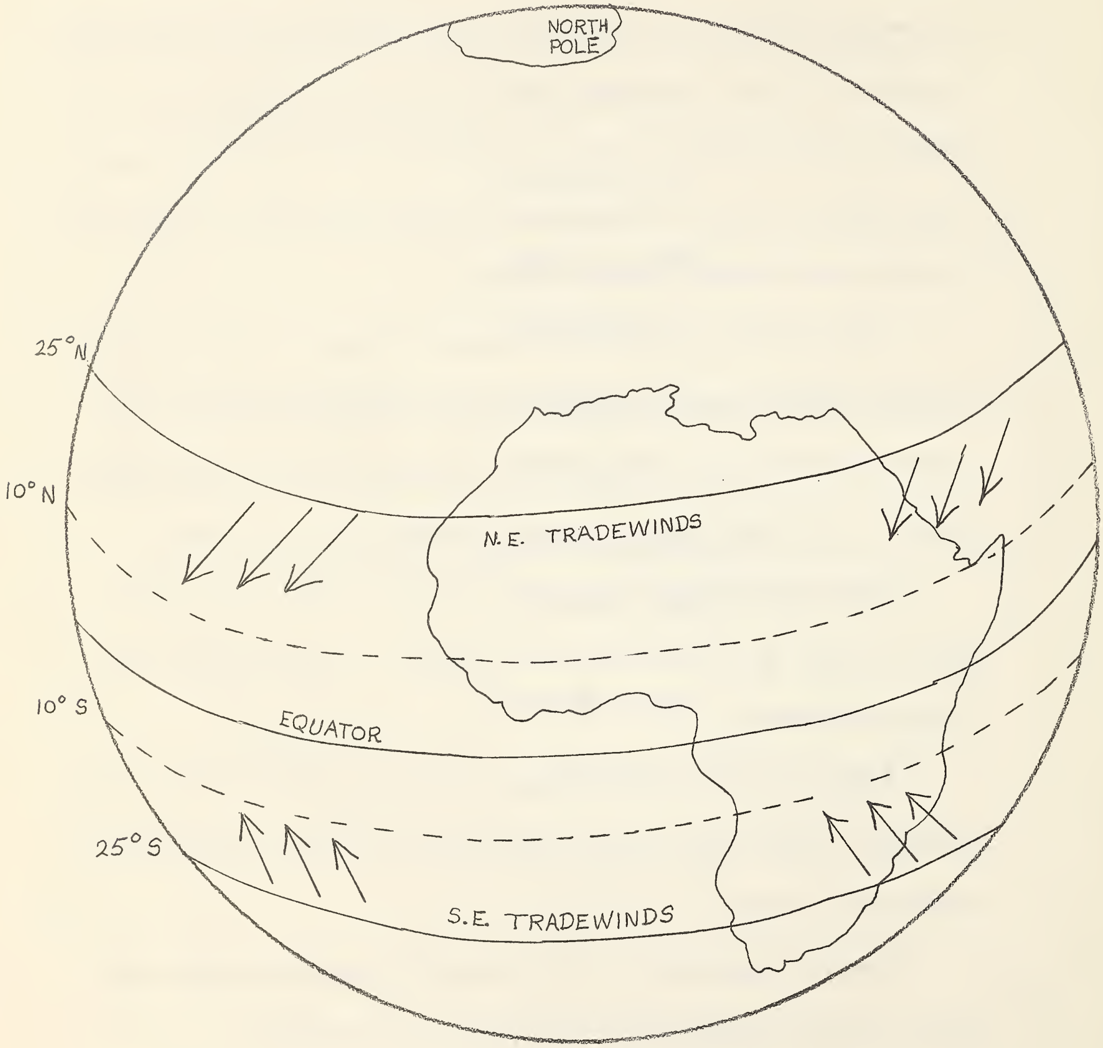
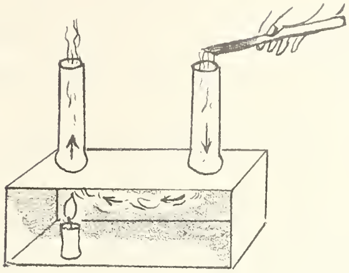


PLATE V

Watch the smoke being propelled upwards.



If you have a science lab, the experiment can be better controlled by making a box with a glass side and two holes in the top. Light the candle and hold a smoking string at the opening (2). Watch the smoke fall in at (2) and then be magically propelled through exit (1).

Now imagine what happens in Egypt when the sun is directly over it thus striking it with straight hot rays. The air in that area will be heated and then pushed up by the winds sweeping in from the north-east and south-east. (See Plate V).

If you refer back to Plate II you will see that on June 21 the heat equator is at the Tropic of Cancer which runs through the centre of Egypt. Winds from the north-east will have blown over Asia and Europe. These winds are cool and dry and pick up moisture. Winds from the south-east have blown over Ethiopia and lost their moisture in the high mountains. Thus Egypt is a desert at this time of the year.

As the sun moves south, the North-east and South-east Trades travel south with it but as they blow over land or have to cross high mountains, they are very dry thus causing Egypt to be a dry hot desert at all times of the year.

How do the Egyptians get moisture to grow their crop in a land of no rain?

Refer back to Plate II and note the high mountains of Ethiopia or Abyssinia.

In April, rains begin in Abyssinia or Ethiopia and increase in intensity until June and then begin to taper off to October when the rainy season has ended. The Trade Winds blowing over the Indian Ocean drop from 40 to 80 inches of rain in that six-month period. The water rushing down the hillsides and mountain slopes are laden with soil and carry it to the Blue Nile River which in turn joins the White Nile and flows through Egypt to the Mediterranean Sea. The Nile River is 4,000 miles long and it takes three months for the first of the flood waters to reach the lower Nile in June. Three months later, in September and October, the river is at its peak and flooding is common along its banks. Then water gradually lessens till the river goes back into its banks in December. It is lowest in the month of June. From December to September is, as a result, the crop growing period.

This part of the enterprise has been divided into five problems. Each problem has been divided into five or six sub-headings which may be used as a basis for individual reports from the pupils. The questions under each of the sub-headings are given to assist the pupil in research. The information given after each question is to help the busy teacher who may not have time to check all the reference books. It is not for the use of the pupil as this would defeat the purpose of the enterprise.

The information given has been gathered from books which are listed in the School-Book Branch catalogue:

1. The Past Lives Again (which is a newer edition of Glimpses Into the Long Ago), by McGuire. D51 .M14
2. Other Lands and Other Times - M.G. Kelty.
3. Old World - Past and Present - Campbell, Webb and Nida.
4. Builders of the Old World - Hartman and Saunders.
5. History for the Beginner - Cordier and Robert. D21 .C79

Other suitable reference books for pupils are:

1. Story of Long Ago - Southworth.
2. The World We Live In - Hartman.
3. Story of Ancient Times - McClure.
4. How Did They Live - Egypt - Published by P.R. Gawthorn Ltd., 55 Russell Square, London W.C. I. England.

Teachers' Reference Books:

1. World Progress - West and Eastman (Allyn and Bacon). D102 .
2. Prince of Egypt - Wilson.
3. Book of the Ancient World - Mills. D65 .M65
4. General History - Meyers.
5. Ancient Times, A History of the Early World - Breasted (Ginn and Co.). D59 .B82
6. Legacy of Egypt - Glanville (Oxford).
7. Gods, Graves and Scholars - Marek. CC100 .M32
8. When Egypt Ruled the East - Steindorff and Seele. DT 83 .S8
9. Historic Costumes for the Stage - Barton. PN 2067 .B29
10. Digging for History - Harrison. CC 165 .H31

Audio Visual Aids

Films

* 1.	Sea of Strife	A 147 - 8
2.	Ancient World Inheritance	TK - 554
3.	Father Nile	T - 442
4.	Irrigation	Q - 120
5.	A Backward Civilization	T - 459
6.	Wanderers of the Arabian Desert	Q - 153
7.	The Day's Work	T - 572
8.	The Travellers	T - 573
9.	Life of a Nomad People	T - 681

Filmstrips

* 1.	African Sculpture	787
2.	The People of North Africa	P - 430
3.	Egyptian Art	P - 435
4.	Egypt, Land of the Nile	PK - 1662
* 5.	Growing Up in Ancient Egypt	1638
6.	The Egyptian Mummy	P - 436
7.	Story of Writing	P - 1347
8.	Story of the Book	P - 1348
9.	Life in Ancient Egypt	P - 434

The films and filmstrips marked * are from the Department of Extension. All others are from the Audio-Visual Aids Branch of the Department of Education.

Activities

It may not be practical to carry out all the activities suggested under each problem. Other suitable activities may be suggested by the class.

When choosing activities, it is well to keep in mind the kind of culmination desired. It is often possible to use most, if not all of the activities for this completion of the enterprise. It is also desirable for each pupil to have some part in the culmination.

One suggestion given in this enterprise takes the form of a picture show, made by the pupils, called "Around the Wall". This was the name given to the journey of a new Pharaoh to all parts of his kingdom. All those working on Problems II to V would prepare pictures and stories for this.

As Problem I deals with the time before the Pharaohs rose to power, a dramatization has been suggested for their part.

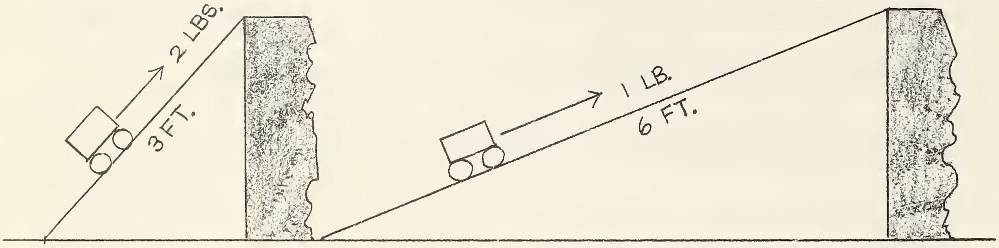
The art work and models should make an interesting display.

An Egyptian Date Palm

SCIENCE CORRELATION AND INTEGRATIONS

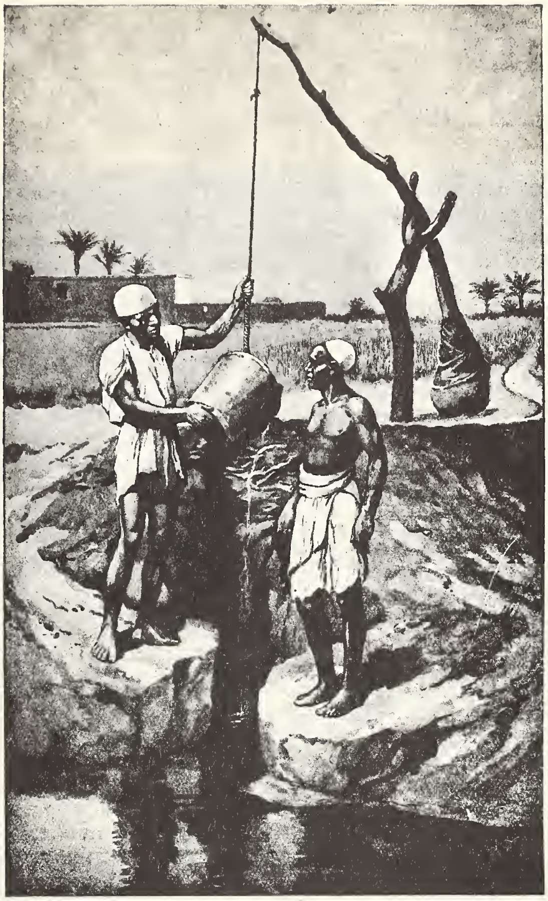
A. Machines

1. The inclined plane was used by the Egyptians in building their pyramids. Huge rocks were skidded or rolled on rollers up the huge mounds of dirt along the side of the pyramids until the rock could be pushed into place. The mound was made higher and more rocks brought up. This was continued until the pyramid was finished.



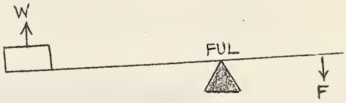
It is quite easy to demonstrate that it is easier to pull a weight up a slope then lift it. A man may skid a weight of several hundred pounds up a slope, as in the diagram, but he couldn't lift it.

2. The Egyptians understood that an object can be pulled by putting it on rollers easier than it can be dragged, as the amount of surface contacting other surfaces is cut down, and thus friction is reduced. The Egyptians put rollers (round logs) under the large stones as they pulled them up those huge inclined planes of earth to fit them into the sides of the pyramids.



The Shadoof

3. The shadoof used by the farmer in irrigating his land is an application of the lever of the first class. The weighted end assists the farmer to lift the pail of water from the stream to a higher level where it could be used for irrigation. The crotch of the tree is the fulcrum.



B. Star Studies

The Egyptians with their cloudless skies have always observed the stars. They learned from observation that the stars were the most regular objects in the heaven, and at certain times of the year, they would be in certain positions or conversely when they were in certain position it was a certain time of the year and as a result certain things might be expected to happen.

C. Sun Studies

The priests, by keeping regular observations and count of the days through the centuries, discovered that it took the sun 365 days to move from a certain place and back to that place again. A special temple had a small opening through which the first rays of the rising sun would shine on the first day of spring. They knew about the need for a leap year, and could foretell eclipses.

D. Moon Studies

Studies of the moon and its phases taught the Egyptians that there were approximately twelve full moons between the floods of the river.

Hence they made a calendar of twelve months with five feast days added on. They knew they were one day out in every four years, but were content to do nothing about it.

A well-preserved temple wall

PROBLEM I

How the Nile Provided Food for the People

Reports:

1. Why settlements developed on the banks of the Nile.
    a. What was the climate of this area?
    b. What plants were growing there?
    c. What animals made their home in the valley of the Nile?
    d. How were the settlements protected from attack by enemies?
2. Water for a desert land.
    a. What two rivers join to form the Nile?
    b. Why are they so named?
    c. Where do these rivers rise?
    d. Where do these rivers join?
    e. What is the river bed like after they join?
    f. What effect has the melting snows and the rainy season on these rivers?
    g. Why does the Nile overflow its banks?
3. The overflow of the Nile.
    a. What changes in vegetation take place during the dry season?
    b. When does the overflow begin?
    c. How did the Egyptian keep track of the height of the river?
    d. How was the news of the rising of the water received in the villages?
    e. What arrangements were made about the animals?
    f. What work was begun so that the best use could be made of the water?

    g. How did they control the overflow?
    h. What work was carried on by many of the men during the rise and overflow?

4. Planting time on a village farm.
    a. How did the overflow of the Nile enrich the soil?
    b. What effect had this on methods of farming?
    c. How were the fields prepared for planting?
    d. About when did the farmers plant their crops?
    e. How did they sow the crops?
    f. What methods were used to cover the seeds?
    g. What were the main crops grown?
    h. In the gardens, what vegetables were grown?
    i. What fruit trees were cultivated?

5. Care of the growing crops.
    a. What tools did the farmer use?
    b. How did they cultivate crops?
    c. What were the early methods of storing water for growing crops?
    d. What methods were developed to water growing crops?
    e. Why was it possible to grow several crops in one growing season?

6. Harvest Time.
    a. About when did the farmers harvest their grain?
    b. How did they cut their grain?
    c. How did they thresh the grain?
    d. How was the grain separated from the straw and husks?
    e. How was the grain stored?

f. What payments did the farmer have to make with this grain?

g. What use did the Egyptians make of the surplus farm products.

h. How was the end of harvest celebrated?

Suggested Activities:

1. An animated map of the Nile from its source to the delta. On this map could be drawn (or cut-out and pasted on) pictures of animals, birds and plants found in the valley.
2. Models or pictures of the implements used - the plow, hoe, sickle, shadoof.
3. A mural showing pictures of harvesting: cutting, threshing, winnowing, storing, paying taxes.
4. From the Old Testament the pupils could read the Story of Joseph -- Genesis - Chapter 37 (15-36); 39 (1-6); 40 (1-23); 41 (7-49), (53-57); 42 (1-38); 43 (1-34); 45 (1-28); 47 (1-27); 44 (1-34).
5. Plan and put on a dramatization dealing with the early settlements along the Nile. The scenes might be worked out by the group. A number of pupils working on Land Measurement in Problem 3 could assist. A suggested outline of the scenes follows:

   Scene I

   A nomad tribe arrives at this green valley. They have much pleasure in finding plenty of food and water. They decide to settle there. Watchmen report the approach of another tribe with a similar idea. A small battle develops.

Scene II

A truce is declared. The land is to be divided and the valley to be shared. Directions are obtained from the stars. A rope right angle is produced. (A rope made into a triangle, the sides being in units of 3, 4 and 5 will, when pulled tight, form a right angle. A rope triangle was the device used by the early Egyptians in land measurement).

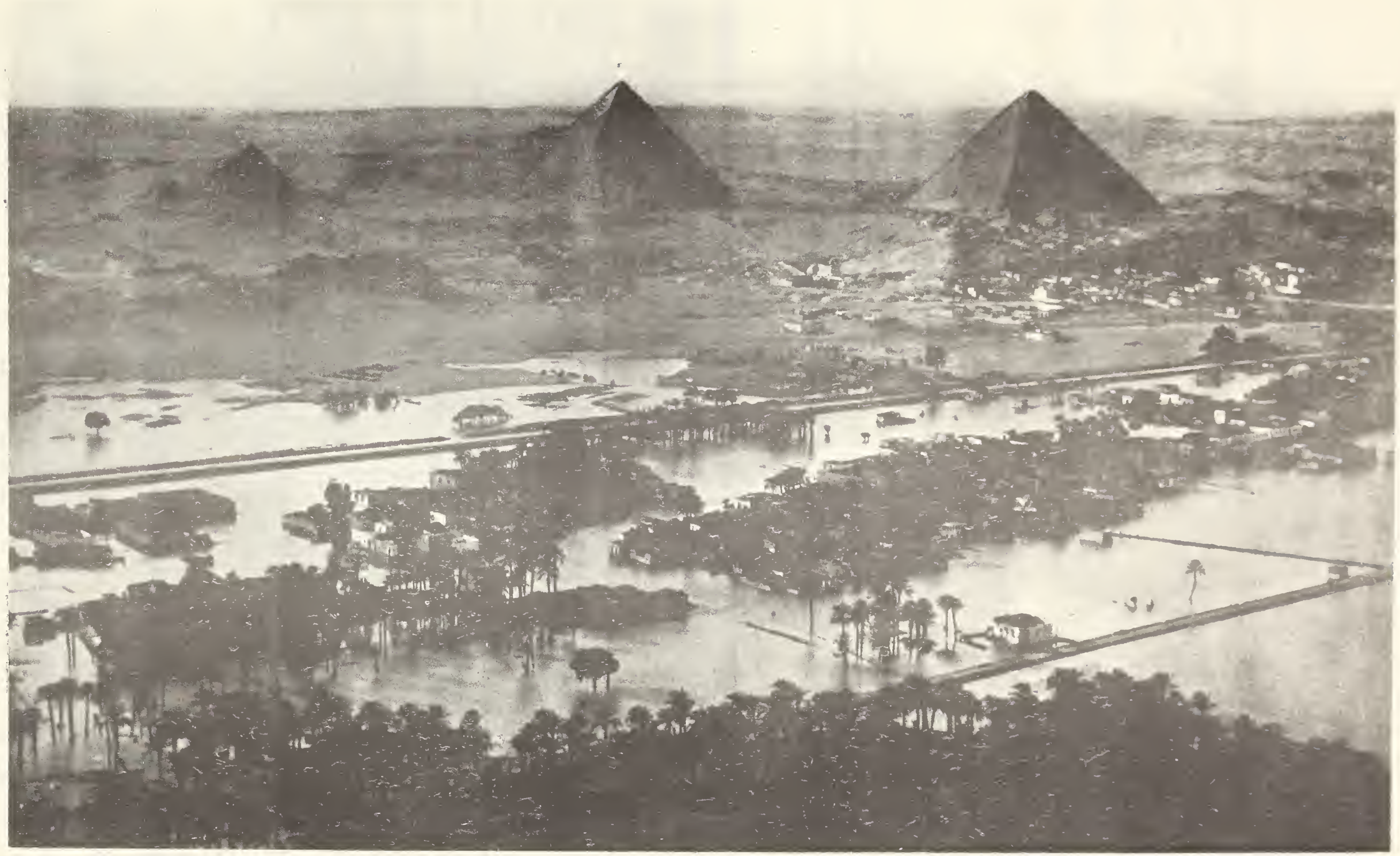
Scene III

The floods come. The nomads' dismay when the water rises and overflows the land. They fly to higher ground.

Scene IV

In the hills a wandering member returns with word that the water has gone down and the valley is green again. The gang that are skilled in land measurement take over the task of marking out where each tribe's land lies. They become the heroes of the day. Before long everyone is busy putting in his crop.

Flood time in Egypt



The actual river is several miles to the right of this picture.

SAMPLE TEST

This is a sample test on Problem I, Section One. Other sections could be treated in the same say if desired. At the conclusion of the enterprise an overall test could be given as part of the final evaluation. Questions from the sections could be used. Use a variety of different types of questions. A set of questions is given on Page 72 of "The Past Lives Again".

1. Fill out the following statements:

   a. The Egyptians kept track of height of river by ________________

   ____

   b. The villagers received the news of the rising river by

   ____

   c. They controlled the overflow by ________________________

   ____

   d. During the flood the animals ________________________

   ____

   e. To make the best use of the water the Egyptians ____________

   ____

2. True or False - Place T or F after each statement according to your opinion.

   a. The Nile enriched the farm land by adding layers of new soil to it. ____________

   b. It was necessary to add manure to the soil every year. ____________

c. The farmers used seed drills to plant their crops. ____________

d. They covered their seeds by having animals trample them into the ground. ____________

e. The main fruit grown was peaches. ____________

3. Answer briefly in one statement -

   a. Name the tools of the farmers.

   b. How did he water his crops?

   c. How did he cultivate them?

   d. How did he harvest them?

   e. How did he thresh the grain?

4. Choose from the list supplied the word most closely associated with the following and put in the blank opposite.

   Pharaoh ____________________
   Priest ____________________
   Scribe ____________________
   garments ____________________
   furniture of workers, etc. ____________________

   papyrus, reed beds, king, linen, temple.

The pupils will have had opportunities in the writing of reports to do ample paragraph writing. In the test, however, opportunities to show imagination and the handling of facts that have been learned can best be given in paragraph work. The following type is suggested.

5. Choose one of the following topic sentences to develop into a brief story of Egyptian life:

   a. I was a slave on an ancient Egyptian farm .....

   b. I was a rice plant that began to grow after a spring flood 4,000 years ago .....

   c. I was a rich landowner whose farm was near the ancient city of Thebes .....

PROBLEM II

How the People Lived in Ancient Egypt

Reports:

1. The different classes of people and their appearance.
    a. Describe the physical appearance of the Egyptians.
    b. Into what general classes were the people divided?
    c. How was a child's occupation decided?
    d. Why were the farmers in a favoured position?
    e. What proportion of the people were slaves? Where did many of these come from? What work was done by slaves?

2. The homes of the workers.
    a. What materials were used to build these homes? Why was this material suitable in Egypt?
    b. How was this material used?
    c. What was the size of the homes?
    d. What furniture was in the homes?
    e. Where was the cooking done?

3. The homes of the nobles.
    a. What materials were used?
    b. What was the size of these homes?
    c. What was the general plan of the houses?
    d. What furniture and decorations were in the homes?
    e. Describe the gardens that surrounded the house.

4. The clothing of the Egyptians.
    a. What materials were used for making clothing?
    b. What clothing was worn by the workers?
    c. Describe the clothing worn by the nobles.
    d. What ornaments and jewellery were worn by the wealthy?

5. The food of the Egyptians.
    a. How was the grain ground?
    b. What vegetables and fruits were eaten?
    c. What meat and fish were eaten?
    d. How did the food of the nobles differ from that of the workers?
    e. Describe a feast in a nobleman's palace.

Suggested Activities:

1. After studying pictures in books - draw, color and cut out figures to illustrate the different types of clothing worn. These could be made to stand by placing supports at the back of the figures.
2. Make a set-up of a nobleman's home. A box might be used as a base for the house. This might be covered with a mixture of flour, salt and sand. -- (about equal quantities of flour and salt, and a little sand) add water till mixture is a thick paste, spread over prepared form of house. Before it dries mark off into bricks. Cut out trees for garden - blue paper or a small mirror could be used for a pond. A drawing of fields with slaves working in them would form a good background.
3. Draw or make a model of a worker's house.

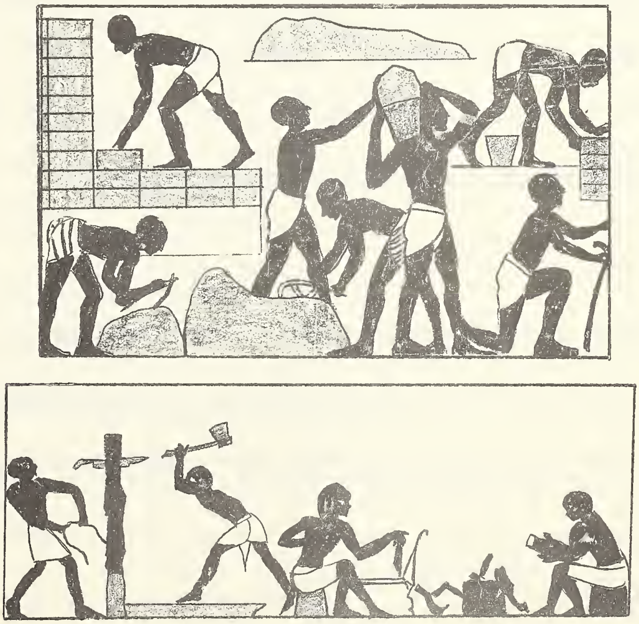
4. Scenes and story for the picture show "Around the Wall".

Scene I - Background of palace, trees, flowers. The Pharaoh is in the foreground with nobles and slaves greeting a visiting king. Pharaoh takes the king to see the slaves working on a pyramid and watch the great stones being moved into place. The King tells Pharaoh that he is sorry for the slaves. Asks the Pharaoh about the need for such a great tomb. Is admiring but rather regretful concerning the waste of energy and materials.

5. Final Scene. (This group could also prepare the closing scene.)

A banquet at the Pharaoh's palace.

Pharaoh makes a comment on his journey. The visitor replies giving his impressions. Praises Pharaoh for beginning the construction of a canal which will link the Nile to the Red Sea.



CARPENTERS OF ABOUT THIRTY-FIVE HUNDRED YEARS AGO

PROBLEM III

Skills and Learnings developed in Ancient Egypt

Reports:

1. Development of writing.
    a. What was the first stage in the development of writing?
    b. How did they progress from simple pictures to things too difficult to express by pictures?
    c. (1) How did they represent syllables?
        (2) What final stage was reached in their writing development?
    d. Why were we unable to read Egyptian writing until fairly recent times?
    e. What was the part played by the Rosetta Stone in increasing our knowledge of Egypt? In what language was the same story written?
    f. What three forms of writing did it illustrate?
    g. Where, when, and how was it found?
    h. Who were the scribes and why were they important?

2. Writing materials.
    a. What is papyrus and how was it made into writing paper?
    b. What other materials were used to write on by early Egyptians?
    c. From what were pens made and how? How were the clay tablets written upon?
    d. What was ink made from and how?
    e. How were Egyptian books made and handled?

3. Measuring of time and land.
   a. How did the Egyptians learn to tell the time of day?
   b. How did they construct a shadow clock?
   c. Why did they wish to develop a means of dividing time into years and months?
   d. How did the priests develop our 365-day year?
   e. How did studies of the moon and its phases develop their month, and their twelve-month year?
   f. How did the stars help in determining time?
   g. How did they measure land?

4. Skilled craftsmen.
   a. Woodworkers - What furniture was made and what degree of perfection was achieved?
   b. Weavers - What materials were used, where were they grown? What quality of cloth was made?
   c. Glass blowers -
      i. How was glass made and shaped into ornaments?
      ii. What objects did they make?
      iii. How great was their skill?
   d. Pottery
      i. What materials were used?
      ii. Why was pottery so important to the life of the Egyptians?
      iii. What machine was invented to assist in making pottery?
   e. Stone carvers and sculpture.
      i. What famous statue shows their skill?
      ii. How did they tell the story of their history in the tombs and temples?

f. Metal workers.

i. What metals were the craftsmen using?

ii. What ornaments did they skillfully create?

5. Development of transportation.

a. Why were there so few roads?

b. Why was the Nile so suitable for transportation?

c. Why were no roads needed except those along the Nile?

d. Of what were first boats made? Materials of ocean boats were obtained from where?

e. How were the boats propelled?

f. What canal helped Egypt develop into a trading nation?

g. What other types of transportation were used?

Suggested Activities:

1. Illustrate Egyptian hieroglyphic writing. Try to construct a sentence using pictures for syllables.
2. Make an Egyptian pen from a feather. Make ink in the manner of the early Egyptians.
3. Write the reports of your group on a long roll of paper similar to the Egyptian book.
4. Construct a model shadow clock and mark off the hours. Explain how it works and test its accuracy.
5. Illustrate how a ray at daybreak coming through a certain outlet could only strike the same spot once a year.

6. Make a mural, similar to those found in the tombs, telling definite stories.
7. From "All Sails Set" show class picture of modern potter's wheel (construct one in miniature).
8. Make a model boat out of soft-drink straws similar to ancient type.
9. Draw a picture of a loaded donkey train coming back from Ethiopia.
10. Pupils who worked on measurement of land should take part in the dramatization put on by Problem I group. The others do the work on "Around the Wall".

"Around the Wall"

Scene II Pharaoh in a boat (or about to get in one) - people watching departure.

Story - A description of the boat and means of propelling it. How it was that the ruler could visit his kingdom by this means. A messenger comes forward with the news that a robber has opened the Pharaoh's father's tomb and taken everything. Much excitement. Pharaoh decides to go to the scene of the robbery. Enters boat. Soldiers march down and enter another. All move off.

PROBLEM IV

How the Egyptians were Governed

Reports:

1. From scattered tribes to a united kingdom.
    a. In the early settlements what was the work of the chief or leader?
    b. How did a wealthy noble class develop?
    c. Into what two kingdoms was the Nile Valley divided?
    d. How were these united under one ruler?

2. The work of the ruler.
    a. What title was given to the ruler?
    b. Why was his name not used?
    c. What were the duties of the ruler in regard to religion?
    d. How did the ruler make sure his laws were obeyed?
    e. Who were some of the outstanding rulers and why are they remembered?

3. The work of the nobles.
    a. How was the kingdom divided?
    b. What was the work of the nobles in regard to:
        i. collecting taxes
        ii. public works
        iii. administering justice

4. The armies of the pharaoh.
    a. Why was the civilization of Egypt able to develop along peaceful lines?

   b. How did trading lead to the conquest of other countries?
   c. Why was it necessary to increase the size of the armies?
   d. What weapons did the soldiers use? How did they travel?
   e. What countries were made part of the Egyptian empire?
   f. How did this lead to the downfall of Egypt?

5. Laws and Punishment.
   a. What restrictions were there on travel?
   b. How might a man get into debt?
   c. What security was usually given for a debt?
   d. What laws governed the sale or barter of goods?
   e. What were the common punishments for wrongdoers?

Suggested Activities:

1. Map showing extent of Egyptian empire.
2. This group could prepare the box for the picture show for culmination ... "Around the Wall"
3. Write introduction for picture show.
4. Print title page.
5. Make large picture showing chariot and foot soldiers returning from war with slaves (perhaps negroes from Ethiopia). People cheering the successful army. Could be used in "Around the Wall" or made into a mural.

PROBLEM V

How Their Religion and Beliefs Affected the Lives of the Ancient Egyptians

Reports:

1. The gods they worshipped.
    a. What were the names of the two most important gods?
    b. What were their beliefs about these gods?
    c. What other gods did they believe in?
    d. In what sense were they nature worshippers?

2. The temples and priests.
    a. Of what were the temples built? Why were they built? How did they look inside?
    b. When did the people go to the temples?
    c. What services were carried on daily by the priests?
    d. What was the part played by the priest in the religious life of the common man?
    e. What other knowledge of the body did the priest possess and use?
    f. Who did the writing in the tombs?

3. Funeral and burial customs of better classes.
    a. How did they prepare the body for burial?
    b. Who prepared it?
    c. What was used as a coffin? Describe a mummy case.
    d. Who travelled in the funeral procession? What did they carry and why?

e. Where was the body taken and what was done with it?

f. What did a tomb look like?

g. What was placed in it beside the coffin? Why?

4. Beliefs in future life.

a. What two beliefs did the Egyptian hold concerning the future life?

b. What necessities must he bring with him to the tomb to make his heavenly life happy?

c. What was the "Book of the Dead" and how did it serve the soul in getting into paradise?

d. What tests must the soul pass to go to a life of everlasting happiness?

e. Describe the trial of the soul.

f. What effect might this belief have on the life of an Egyptian?

5. Pyramids.

a. Why were they built? Who built Cheops?

b. What materials were used and where were they obtained?

c. How did they transport these huge rocks?

d. How were they raised into place?

e. Where was the burial room or tomb placed and how was its protection planned?

f. What was placed in the tomb and why?

g. How was it decorated?

h. Other Monuments and Tombs.

i. Describe the sphinx.

ii. Who built it?

iii. What was later found between its paws?

iv. Where did later Pharaohs build their tombs?

Suggested Activities:

1. Draw a picture of the ruins of a famous temple (Temple of Karnak) illustrating also the roadway leading to the temple.
2. On large bars of soap attempt some carving in low relief (see Page 119 "Other Lands and Times").
3. Cut-out of soap obelisks and columns and fashion a small temple.
4. Shape out of soap a mummy case (see Page 113 "Other Lands and Times"). to fit over a mummy.
5. Assemble or make miniature servants and animals to accompany the body.
6. Using these properties, have students explain their uses to the deceased in future life.
7. Draw or make from cardboard a tomb room similar to the later underground vaults. Decorate the walls suitably with the story of a nobleman's life. (see Page 16 "Other Lands and Times").
8. Write a brief play illustrating the trial of the soul (see "Builders of the Old World"). Dramatize if desired.
9. Make a salt and flour model of the Nile Valley showing the pyramid being built by rocks rolled and hauled from a boat on the Nile to the huge breast works that permitted them to be fitted into place on the sides of the pyramid.
10. Make a model of the Sphinx from powdered asbestos.
11. "Around the Wall"

    Scene III from "Around the Wall".

Outside the Pharaho's father's tomb court is being held. Robber is censured for his evil deeds. Treasure is laid out around the Pharaoh. Artisans and craftsmen examine and identify the treasure. Slaves carry it back into the tomb. Robber is taken away. Tomb is once more sealed up.

PROBLEM I

All information is for the teacher's use only

Information:

How the Nile provided food for the people

1. Why settlements developed on the banks of the Nile.
   - a. Climate - The sunshine ensured a ripened crop. There was no frost. The temperature range was small.
   - b. Plants - Date palms, wild grains, flax, grapes, figs, olive trees, fruits.
   - c. Animals - Deer, cow, oxen and sheep.
     Birds - Ducks, geese, cranes.
   - d. Protection - Hills and the desert beyond lay to the west while in the east the Red Sea formed a barrier protecting the settlers from hostile tribes.

2. Water for a desert land.

Sources

The White Nile drains water from Lakes Victoria, Edward, and Albert. Its source is almost on the Equator. The water is clear and any sediment is dropped as it flows through the lowlands of the Southern Sudan. This river remains the same size all the year around.

The Blue Nile flows down from mountains in Ethiopia. It is actually brownish in color bringing down soil torn from its banks. It flows between rocky cliffs and the water travels too swiftly for the mud to settle.

In the dry season the stream is small but it becomes a rushing torrent in the raining season when the snows on the mountains melt.

Two rivers join at Khartoum.

After joining, river becomes a muddy torrent moving too fast to drop soil. Where cliff walls spread out, at Aswan, the valley is wider - cliffs are from 10 to 100 miles apart. The valley floor from Aswan to the Mediterranean is almost level.

Reason for overflow - The banks are too shallow to hold flood water and the muddy water spreads over the flat valley.

3. The Overflow of the Nile.

Changes during dry season - grass and leaves become brown and dry.

Time of the overflow - flood waters reach the valley about the middle of June and the Mediterranean about the middle of August.

Method of keeping track of rise of river - Measuring sticks were placed in the river near the time of the overflow and a watch was kept. When the rise began a messenger carried back the news to the village.

The news of the rise of river resulted in a gay time - laughing, talking, wrestling matches. Some went to the temple and thanked the god Osiris.

Care of animals - Cattle, sheep, pigs, fowls, were taken to higher land away from the river.

Control of overflow - They built up walls of mud across the canals to hold back water. When the Nile reached highest point, canals were opened and water rushed into canals and ditches.

Work during rise and overflow - Public works for Pharaoh or nobles: building palaces, temples, pyramids. Some men were ordered to dig ditches to carry water farther into the desert.

4. Planting time on a village farm.

Effect on methods of farming - fertilizing or rotation of crops was not necessary.

Preparation of fields for planting - Low-lying land was soft with layers of mud and did not require plowing. Higher fields were ploughed.

Time of Planting - November or December depending upon position of farm in the valley.

Sowing the crops - farmer sowed grain from a bag, casting it back and forth.

Covering seed - Some dragged bush across the field, others drove oxen and sheep over the field, their feet pressing the seed into the ground.

Main grain crops - wheat, barley, flax, millet, cotton, rice, hemp.

Vegetables - peas, beans, cucumbers, lettuce, onions.

Fruit trees - date palms, fig trees, fruit trees.

5. Care of the growing crops.

Tools used - A plow pulled by oxen and a hoe.

Cultivation of crops - Those planted in rows were plowed to kill weeds and loosen soil.

Early methods of storing water - Water gathered into ponds in low-lying areas. These were enlarged and ditches carried moisture to fields.

Later methods of irrigation - Canals and ditches were dug from the Nile to fields. The shadoof was used to raise water from river to ditches. This was a long pole, fastened to a support with a weight on one end (usually a large ball of mud) and a bucket on the other. The weight helped to raise a full bucket. Sometimes a series of these were used to raise water from the river to the higher ditches.

6. Harvest Time - Time of harvest about April. The grain was cut with flint sickles.

Threshing grain - This was brought in bundles and piled on earthen floor. Oxen were driven back and forth. The hoofs rub the covering from the seeds.

Separating grain from straw - Men with wooden shovels tossed grain into the air. Light straw was blown away by wind while heavier grain fell back to floor. This had to be done many, many times until only the grain was left.

Storing grain - It was put into bags or baskets and taken to storehouses.

Taxes - Part of the food produced went to the Pharaoh and Nobles and part to priests.

Use of surplus farm products - Used to trade with other countries for wood, metals, etc.

Celebrating harvest - When all crops were harvested they had a feast day. Offerings were made to the gods; villagers brought gifts and prayed and sang. Then there was feasting, dancing and games.

PROBLEM II

How the people lived in ancient Egypt

Information:

1. Different Classes of people and their appearance:

Appearance -- tall, slender, good figures, broad shoulders, thin faces, dark, wavy hair.

Classes of people:

a. Pharaoh and nobles.

b. Priests.

c. Soldiers.

d. Scribes.

e. Tradesmen and merchants.

f. Artisans or craftsmen.

g. Farmers or peasants.

h. Slaves.

Occupations - A son had to follow the same occupation as his father.

Position of farmers - These were important because they produced the food for the people and also because the surplus products of the farm were used to trade with other countries.

Slaves - A large proportion of the people were slaves, many were brought from other countries. They fought in the wars and dragged stones for buildings. Some were house slaves, others land slaves, or river slaves.

2. Homes of the Workers.

Materials - Mud and clay bricks were used. Mud roofs were piled high with hay and straw. Bricks were dried in sun. Their one-roomed huts had a narrow door and thick walls. After the floods they were damp.

Furniture - A crude reed bed, a few stools, a chest to hold linen, pottery jars for storing food and oils made up their household effects. Light came from olive-oil lamps. Cooking was done on outdoor fires.

3. Homes of the Nobles.

Materials - Wood and sun-dried bricks were used painted in bright colors.

Size - Sometimes 2 to 4 stories high with sundeck on roof, with awnings.

Plan - The house was built around a courtyard which contained trees, flowers, pool. The room partitions were draperies.

Furniture - There were rugs on the floor, carved chairs, beds and many beautiful chests.

Gardens - Beautiful with flowers and fruit trees and fish in ponds. A high wall surrounded the home and gardens.

4. Clothing of the Egyptians.

Materials - Linen, (from flax); cotton, and a coarse cloth made from hemp.

Workers and Slaves - Coarse cotton garments. Because of warm climate little clothing was needed. The children often went naked till 3 or 4 years old.

Nobles - They wore very fine linen or cotton garments. The clothing was worn loosely. It was often beautifully colored and ornamented. The women were richly dressed, used jewellery and cosmetics, and often wore wigs. They wore leather sandals.

5. Food

Nobles - Bread, vegetables, fish, poultry, cattle, sheep, eggs, goats, wine, milk (from ewes, goats and mares), fresh fruits, figs, dates, pomegranates, honey, grapes, sweet cakes, olives.

Workers - Bread, very little meat, vegetables, fish, barley cereal, onions, cakes of cracked grain, some fruits.

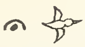
Grinding grain - Between two stones.

Noblemen's feast - Diners, men and women, sat on the floor on thick mats before little tables piled with food. The host sat on a chair before main serving table in the centre of the room. There were no knives and forks. Diners ate with fingers and washed greasy hands in water bowls placed beside them. The lotus flower used as decoration and was carried by guests. The slaves served food and supplied music for guests.

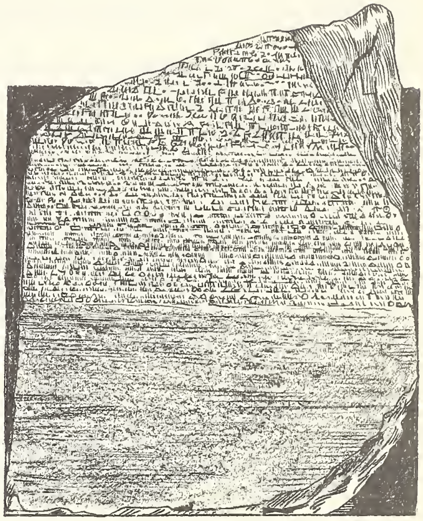
Information:

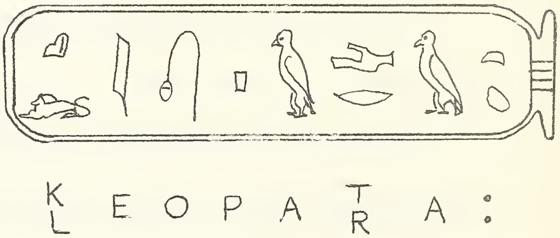
1. Development of writing.

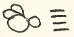
The Egyptians progressed from the picture writing of the primitive people who drew only pictures of objects. The Egyptians used pictures to represent sound.

e.g.  stood for "I fly"

and for "be", etc.





The next step was to draw pictures of sounds of syllables as in "before () The language never progressed to the stage of having an alphabet. The language was so full of sounds that there were hundreds of them. Writing by means of these sound pictures is called hieroglyphics. It was divided into two parts - sacred writing or hierotic, used by the priests, and demotic, used for ordinary purposes.

Rosetta Stone.

This stone was found by Napoleon's soldiers near the mouth of the Nile in 1795. In 1822 a French scholar finally solved the puzzle of what the hieroglyphics meant. These were three forms of writing on the stone, the sacred hieroglyphics of the priest, the demotic or writing of the people (demos meaning people), and Greek which was common to the Mediterranean. The three stories were all the same. Knowing the Greek it was possible to figure out the other two, once they realized that the content was the same. Students were then able to read the writing on the papyrus rolls which have been discovered in the tombs. Since that time we have learned much about Ancient Egypt.

Scribes

Scribes were men originally taught by the priests to do the writing necessitated by business.

To understand the importance of this class, we must realize that after Egypt became a nation with a developed system of government, it lacked a system of coinage. Hence all taxes, payments, fines, etc., must be made in goods, and records made of the items involved.

In business the same situation prevailed. Stock-taking and keeping was lengthy and laborious.

Since the scribes were the only writers other than the priests, it is from their records that we glean much of the history of Egypt. Hence, we might say that they were the historians of the times.

The children of the nobles were taught to read and write by the scribes, but not in regular schools as we know them.

Imagine wishing to send a letter to your mother and having to have a scribe write it for you and when she received it, having another one read it to her and write her reply.

Scribes recorded on maps the boundaries of people's property. These were the counterpart of modern deeds and titles.

2. Writing materials.

Paper was made from papyrus, a reed of the Nile. First the stem was cut into long strips laid lengthwise, with the edges overlapping, and strips placed crosswise over these, dampened, pressed with heavy weights, and left in the sun to dry. This made fine paper.

Early material was stone with relief writings or impressions on wet clay tile which hardened as it dried.

Egyptians made the first books. They joined sheets of papyrus together and made rolls, sometimes as great as 100 feet in length.

Ink - mixed vegetables, gums, soot, water.

Pens - Split reeds and feathers were sharpened for this.

3. Measuring of time and land.

Time was first told roughly by the height of the sun and length of shadows. Next a shadow clock was invented. A long piece of wood with a cross piece on one end pointed to the east. In the morning the shadow from the wood was long. It gradually shortened until noon when it almost completely disappeared. The cross piece was now turned to the west and the shadow lengthened. Marks and graduations told the time. (See page 51)

In Egypt the shadow clock would work particularly well because of the nearness to the Equator. The lack of clouds too would ensure it being a reliable time piece.

To tell the time of the flooding of the Nile priests watched the movement of the stars and when the constellations were in a certain position they knew that flood time had come. It was necessary to know the length of a year also. Priests, who were the only ones to keep records and tell time, discovered that on a certain day each year, through a certain hole in the temple the rays of the sun lit a certain spot. By counting the days until it occurred again, the priests discovered a 365-day year. This was divided into twelve periods of thirty days each. Five feast days were added at the end of the year. The extra quarter day was recognized by nothing was done about it.

Egyptians marked the corners of their land with a stone or a tree or post. Scribes made maps showing how far the boundary ran and in which direction from these markers. Thus a man could figure out where his land was after the flood.

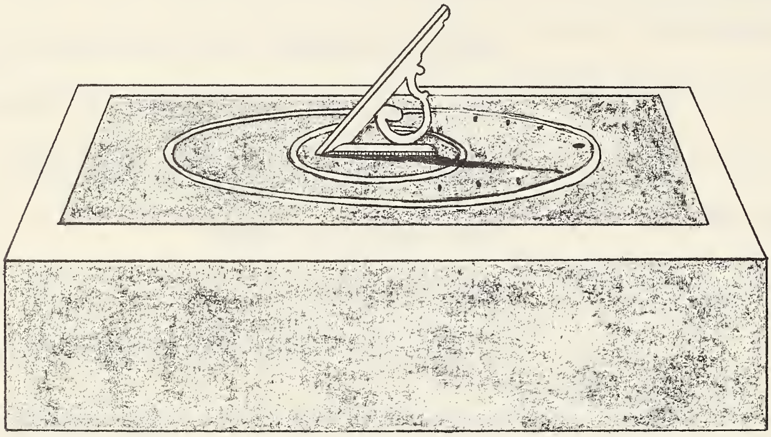
4. Skilled Craftsmen.

a. Wood workers -	The Egyptians were expert wood carvers; made furniture, chests, beautiful carved legs, and learned to inlay wood with other strips of wood.
b. Glass Blowers -	Egyptians melted sand and mixed in other substances. The mixture resembled a thick syrup. A blob was placed on the end of a tube, blown, and molded into beautiful shapes. This work was done so skillfully that the results have never been equalled.

c. Pottery Worker -	These workers were the finest in the world at that time. They baked hand-painted pottery and put a glassy glaze on the outside. They found out how to use a potter's wheel, learned to make colored tiles of baked clay and to decorate fountains, porches, etc., with these.
d. Stone Carvers and Sculptors -	They learned to cut stone with tools. They cut figures, such as the Sphinx, from stone and made statues of the pharaohs. The tombs and temples have much fine carving in relief.
e. Metal Workers -	These craftsmen worked in copper, gold and bronze. They cast bronze in the form of pots, kettles, and lamps. Goldsmiths fashioned necklaces, bracelets set with jewels, and beaten gold.
f. Weavers -	Linen was made from flax and cotton was grown in the delta of the Nile. Cloth from these, as fine and soft as silk, has lasted 4,000 years in the tombs.

5. Development of transportation.

The Nile was a smooth dependable river running lengthwise through the country forming a fine avenue of travel so that few roads were needed. Boats traded up and down the river and were used by travellers and traders. The first boats were made of reeds. Later, trade brought cedar from Lebanon for larger sea-faring boats. Ships and boats used sails and oars and were steered by a long oar. Slaves manned the boats.



PROBLEM IV

Information

How the Egyptians were Governed

1. From scattered tribes to a united kingdom .

Laws were necessary to control and make best use of water whenever the Nile overflowed and landmarks were washed away. The chief of the tribes made the rules governing these matters.

As time went on good farmers acquired more land, became wealthy, and moved to near-by cities, leaving others in charge of the farms. Hired guards protected the interests of the wealthy landowner.

The Valley of Nile came under the control of two leaders or kings - Upper Kingdom (South) and Lower Kingdom (North). King of Upper Nile defeated King of Lower Kingdom so that all Egypt was under one ruler.

2. Work of the ruler.

The people looked upon Pharaoh as one of their gods. They didn't use his name but instead spoke of him as "Pharaoh" (from name of his house Per-O).

Pharaoh owned all the land, made laws, and chose helpers to see that these were obeyed. The country was divided into districts for the administration of these. The Pharaoh was the chief priest. He prayed and made offerings to the gods daily.

A new Pharaoh travelled through the whole kingdom. This was known as "going round the wall". He travelled a great deal at other times watching public works and checking on his officers.

The early capital was Memphis. The later Pharaohs had Thebes, 400 miles up Nile, as their capital.

Some outstanding Pharaohs.

Khufu or Cheops	Built the Great Pyramid for his tomb.
Tutankhamen	Had one of richest tombs. It was discovered in 1922, by archaeologists. It had never been opened and thus yielded much treasure.
Queen Hatsheput	Sent out ships on trading missions and brought back rich treasures to Egypt.
Thutmose III and Rameses II	Sent out armies to conquer other countries.

3. The Work of the Noble.

They collected taxes from all their district. They had to see that all goods were weighed or measured so that the correct tax could be paid. Goods collected for taxes had to be stored and cared for. Some were in charge of public works to see that canals and ditches were maintained. Others supervised the work on pyramids, etc. They acted as judges for cases of lawbreaking and decided on the punishment suitable.

4. Laws and Punishments.

There were a great many laws governing the actions of the Egyptians. Travel was restricted. Everyone had to work. All trading or selling of goods had to be reported to an officer and written down. Fifteen men had to be present as witnesses when selling land. Security for money lending was usually the father's tomb, as this was sacred to all Egyptians.

The judgment of the courts was usually fair. The rich and poor had to obey laws. Punishment consisted of whipping, banishment, or cutting off a nose or hand.

5. The Armies of the Pharaoh

One reason Egypt developed an early civilization was that the valley was protected by mountains and deserts. The people spent time and energy on peaceful tasks. When danger did threaten, farmers and others went to war but returned to their work when the trouble was over.

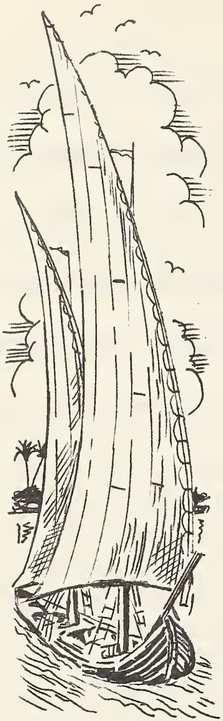
Traders visited other lands. Sometimes men of these countries were seized for slaves. If a neighboring country refused to trade with the Egyptians, sometimes soldiers were sent to force them. Egyptians began to conquer other countries and became an empire.

To rule other countries many soldiers were needed. A standing army always ready to fight was used in conquering and controlling other countries. The Pharaoh Thutmose ruled lands along Red Sea, some of the country west of Egypt, some islands in the Mediterranean and countries along the eastern shore.

Rameses II extended this empire. Many men were needed for the army. Fighting cost Egypt many lives and great wealth. The common people became poorer and poorer. Other armies conquered Egypt.

Weapons used - sling, axe, bow and arrow, spears. Soldiers were protected by some armour on head and chest.

Travel - Leaders rode on horses or in chariots, soldiers went on foot.



A Nile Boat

PROBLEM V

Information:

How Their Religion and Beliefs Affected the Lives of the Ancient Egyptians

1. Each of the many Egyptian gods had a special duty in the world. For instance the god of the Nile supplied crops with water.

Osiris -	Was a god who taught people to live in brotherly love with each other, also god of the underworld. Sometimes he was thought of as god of the Nile.
Toth -	God of wisdom and intelligence.
Re or Ra (Ray) -	The god of the sun was worshipped because he made crops grow.
Anubis -	God of the dead.
Pharaoh -	He was usually worshipped as a god. In addition each Egyptian believed in the village gods who guarded his village. They also believed that certain animals were sacred and that their gods often took form of animals. One god is described as having head of crocodile, body of hippopotamus, and hind legs of lion. The crocodile as well as other river animals was sacred.

2. Temples and Priests.

Temples were huge structures, supported by fine columns painted in brilliant colors with decorated entrances. Usually a stone wall surrounding the grounds. No walls surrounded the temple as the climate was warm. People went to temples on great feast days, where priests carried out the rites. The rest of the time priests lived in temples carrying on daily service to honor the god whose temple it was.

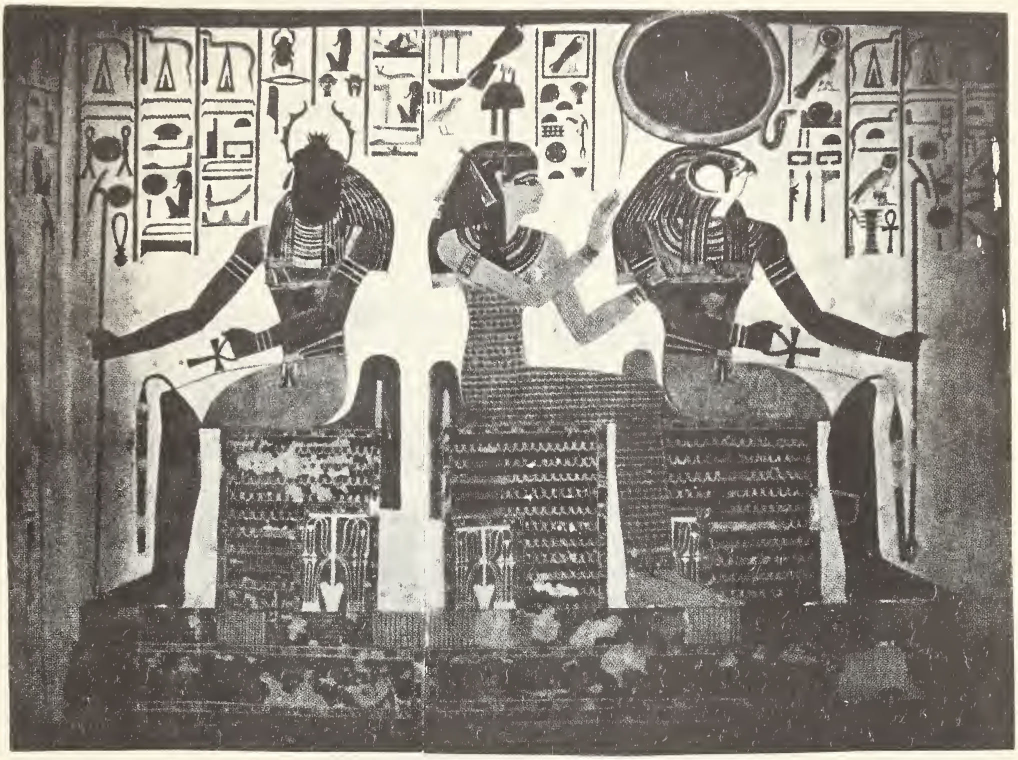
Priests only could pray to gods. You asked a priest to say prayer for you. The priest received god's gifts on your behalf.

Priests were undertakers, knew anatomy, performed operations. Priests prepared the sacred writing of the tombs.

3. Funeral and burial customs.

The body was embalmed with spices and drugs. It was wrapped in bandages of linen and placed in mummy case. A model of the human form covered the case. The bodies of the poor were wrapped in linen and buried in the sand of the desert.

Funeral procession - Friends and priests in a procession carried foods and goods, to be used by the soul. The body was buried in a funeral vault cut out of cliffs or built of stone. It contained rooms or a room furnished with household utensils, necessities and luxuries of the world that the soul had left.



Pictures of some Egyptian gods taken in the tomb of the wife of Rameses II. The solar-god Khepre is at the left. The goddess Hather is next and Har-akhty with the falcon head is at the right.

4. Beliefs in future life.

   1. The Egyptian believed that his soul was immortal.
   2. The soul might want to re-enter the body, hence care and preservation of body was necessary.
   3. Likewise there was a need for food, clothing, etc., as he did on earth. There was also need for servants. Miniature of servants placed in tomb were to come to life and serve when the lord required them.

   Book of Dead - This was a book of instruction, or guide book so that the soul could avoid pitfalls on its way to paradise. It contained hymns, prayers, magical phrases, instructions, etc.

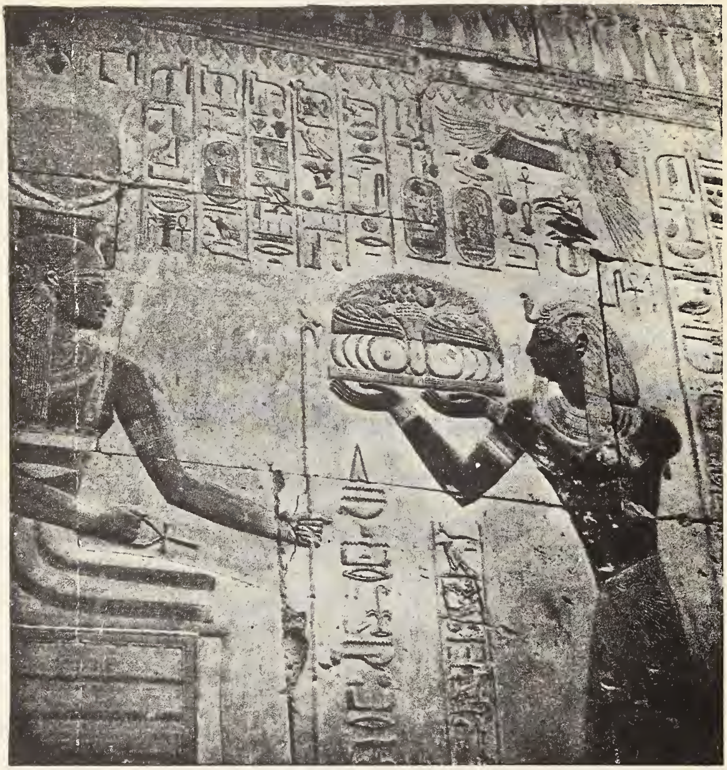
   Trial of soul - The soul was conducted to the hall of Osiris. Here his conscience (his heart) was weighed on scales by Anubis (god of dead). The result was entered on a scroll, kept by Thoth, the judge. If the good deeds outweighed the bad the result was happiness and the soul passed on to field of the blessed. If the bad predominated the soul was given to the devourer.

   Religious beliefs taught mankind the importance of a man's character. It influenced him to live a better life.

5. Pyramids.

Built of rock - brought 600 miles on Nile in boats (from western hills) dragged across sands on rollers, up huge earthen embankments to be placed in walls of pyramid. On the slanting side was an opening to rooms of the tomb. Here was placed pictures, inscriptions and relief, telling of his good deeds. Also food, jewels and servant miniatures, etc. This one rock which blocked entrance to the tomb looked like the rest so the Pharaoh felt secure from thieves. Later pharaohs built underground tombs which were rooms with walls, decorated with the story of his daily life.

Sphinx - This was a stone figure of a crouching lion with a man's head. The paws were built of stone blocks. The body was carved out of ledge of rocks jutting out of desert. Between the paws was a black stone telling story of Pharaoh. In front was a temple. No one knows what the sphinx represents. It was probably built in honor of some god.



" I offer you health and gladness of heart".

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